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ABSTRACT

This study was conducted to evaluate professional education courses. Three groups of beginning teachers were established. Group one consisted of 22 liberal arts program graduates with no professional education courses. Group two consisted of 38 liberal arts bachelor degree recipients with education courses but without student teaching, and group three consisted of 40 graduates of a bachelor of science in education program. The sample was stratified to include an equal number of different majors in each group. Principals of the beginning teachers were asked to rate them according to a 20-item beginning teacher rating scale. The author concludes that there is a significant difference in principals' ratings of beginning teachers in terms of professional education preparation, but there is no significant difference in terms of other types of academic preparation, in terms of personality characteristics, or in terms of physical or emotional health. (PD)

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A STUDY OF THE AFFECT OF PROFESSIONAL EDUCATION COURSES IN BEGINNING TEACHERS

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INTRODUCTION

Throughout the history of education, much has been thought, spoken, and written regarding the effectiveness of professional education courses. Traditionally, the professional educationist has defended education courses while the academician denounced them as "those education courses". While both were using some degree of thinking, generally the educationist spoke from a subjective knowledge of education courses, the academician presents an even less scholarly attitude.

This study was not conducted to prove a point. It was conducted to gather evidence to evaluate professional education courses. The study was not conducted to silence academician criticism. The results hopefully will be enlightening to both the academician and the educationist.

DESIGN OF THE STUDY

During recent years the supply and demand for teachers has flucuated. When the demand exceeded the supply, several states issued temporary certificates to a variety of personnel who had no professional education preparation. This situation provided the opportunity to study beginning teachers with varied preparation.

Three groups of beginning teachers were established. Group 1 were twenty two liberal arts program graduates with no professional education courses;

Group 2 were thirty-eight (38) liberal arts bachelor degree recipients with education courses but without student teaching; Group 3 were forty (40) graduates of a Bachelor of Science in Education program. All were graduates of Southwest Missouri State University.

The sample was stratified to include an equal number of different majors in each group.

The Beginning Teacher Rating Scale developed by a doctoral candidate at the University of Kansas was utilized as the evaluation instrument.

Principals of the beginning teachers were asked to rate each of them. The ratings were on a behaviorial continuum of 0-3. There were 20 items on the rating scale.

FINDINGS

Following is a copy of the rating scale with Chi Squares noted for each item.

BEGINNING TEACHER RATING SCALE

To Rating Official: Rate each behavior in accordance with guidelines contained in the Instructions for Rating Scale. Please place a check mark in the column under the rating you wish to give.

CRITERION: THE REFERENCE POINT OR CRITERION USED IN THIS SCALE IS ALL THE TEACHERS YOU HAVE KNOWN.

0 Refers to the lowest quarter of teaching performance, which falls at or below the first quartile or 25th percentile. (Unsatisfactory)

1 Refers to the second quarter of teaching performance, which falls between the first quartile and the second quartile (from the 26th to the 50th percentile). (Satisfactory)

2 Refers to the third quarter of teaching performance, which falls between the second quartile and the third quartile (from the 51st to the 75th percentile). (Excellent)

3 Refers to the highest quarter of teaching performance, which falls above the third quartile (above the 75th percentile). (Outstanding)

BASIC DIMENSIONS	Related Behavior #	Behavior Descriptions	Chi sq
I. HEALTH Is a healthy well-adjusted person	1	Acts with physical vigor and vitality commensurate with age.	2.6
	2	Shows emotional stability in work situation.	2.4
II. PROFESSIONAL ATTRIBUTES Is a highly professional person.	3	Shows interest and enthusiasm in work.	4.4
	4	Keeps up with profession.	2.1
	5	Participates in professional meetings.	4.9
	6	Exhibits understanding of people.	10.1
III. TEACHING SKILLS Is skillful in creating a good learning environment	7	Shows competence in subject matter field.	2.8
	8	Plans and organizes work to advantage.	.7
	9	Uses effective communications skills.	10.8
	10	Exhibits skill in managing class for type of activities in progress.	15.9
	11	Performs routine work promptly and accurately.	.5
	12	Performs extra class duties effectively.	.3
	13	Secures effective teaching results.	11.0
IV. PERSONAL QUALITIES Is personally fit to teach.	14	Exhibits mental alertness.	9.9

BASIC DIMENSIONS	Related Behavior #	Behavior Descriptions	Chi sq
	15	Is dependable and accepts responsibility.	3.1
	16	Has good disposition and sense of humor.	.7
	17	Makes good personal appearance.	1.2
V. INTER-PERSONAL RELATIONS Is a person who gets along well with others.	18	Is cooperative with co-workers.	2.5
	19	Is considerate of pupils.	6.0
	20	Is fair in relations with pupils.	7.2
SUMMARY RATING (Please give a summary rating to the right.)			

The ratings were statistically analyzed by using a Chi Square treatment. Considering a Chi Square of 5.0 as being significant, a significant difference in favor of group 3 was found in six of the items. These were: . . .

6. Exhibits understanding of people.
9. Uses effective communication skills.
10. Exhibits skills in managing class for types of activities in progress.
13. Secures effective teaching results.
19. Is considerate of pupils.
20. Is fair in relations with pupils.

Two other items usually taught in professional education courses were close to being significant at 5.0. These were:

5. Participates in professional meetings with a 4.945 Chi Square.
3. Shows interest and enthusiasm in work with a 4.40 Chi Square.

There were several items on the rating where no significant difference

could be anticipated. These were items 1,2,7,11,14,15,16,17,18.

Two items where a significant difference would be anticipated but was not found were numbers 8 and 12.

It is interesting to note that of the six items indicating a significant difference one was over three times the level needed for significance, three were twice as significant, and two were only slightly significant.

CONCLUSIONS

From these data, it can be concluded that:

There is a significant difference in principals' ratings of beginning teachers in terms of professional education preparation but there is no significant difference in terms of other types of academic preparation, in terms of personality characteristics, or in terms of physical or emotional health.